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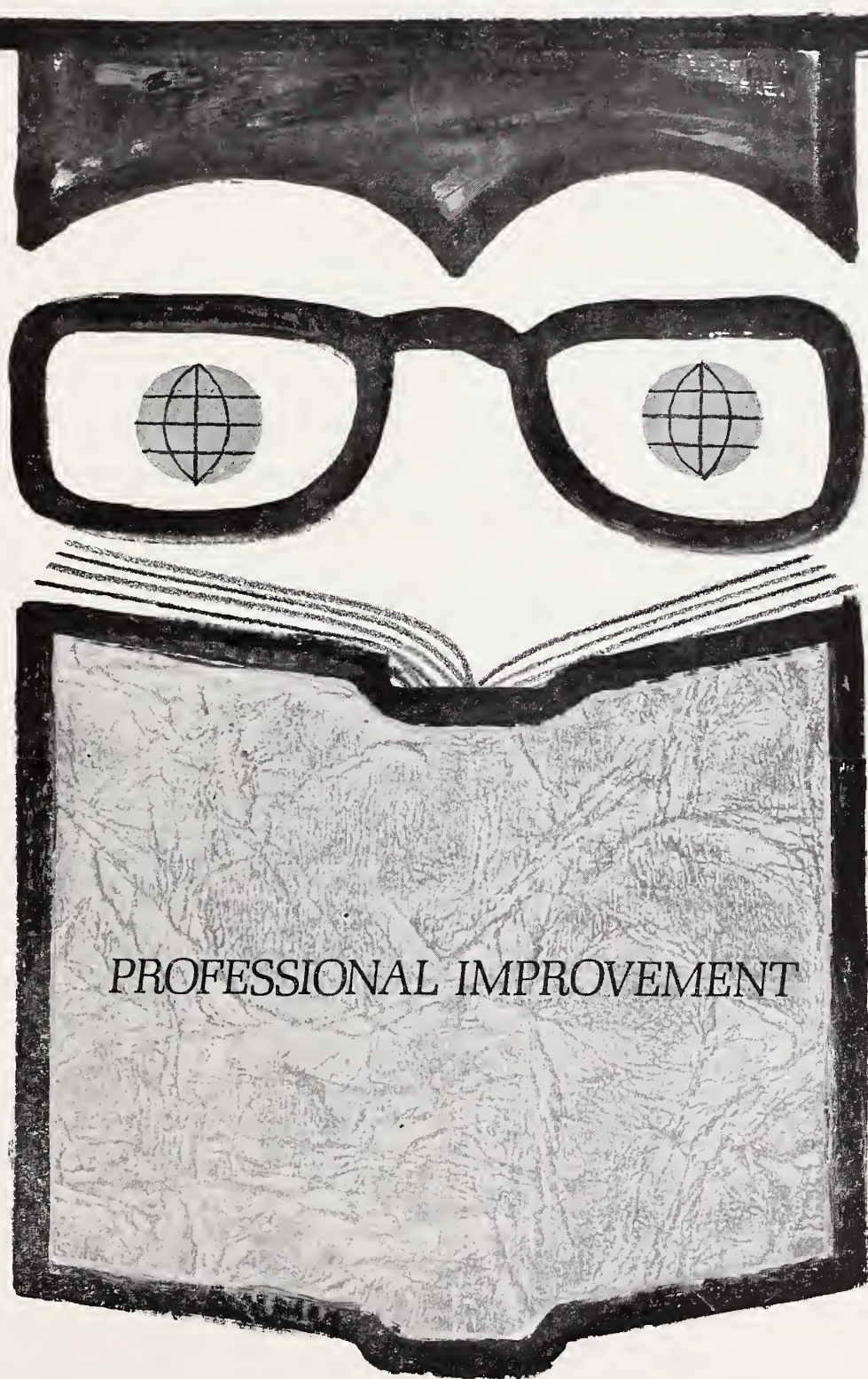
REVIEW

DEC 9 - 1964

U S DEPARTMENT OF AGRICULTURE * DECEMBER 1964

CURRENT SERIAL RECORDS

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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

ORVILLE L. FREEMAN
Secretary of Agriculture

LLOYD H. DAVIS, *Administrator*
Federal Extension Service

Prepared in
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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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EDITORIAL

In response to requests from county agents and others, the annual professional improvement issue of the *Extension Service Review* is shifted from January to December. Those who wrote in indicated that they wanted more time to consider what courses they might want to take and what scholarships to apply for.

Due to the splendid cooperation of all concerned, here is your annual professional improvement issue one month ahead of what it has been previously. Hope you like it. And that it helps you to better plan your improvement goals for 1965, be it a course for credit or sharpening up your knowledge on your own.

Education is "busting out all over" these days. And so is the flow of new knowledge. Those who teach have to run harder than ever to keep their teaching and their learning ahead of demands.—WAL

by MARY L. COLLINGS
Staff Development Specialist
and LINNEA B. HOLLAND
Extension Educationist
Federal Extension Service

Trends in Extension Training And Professional Improvement

GRADUATE STUDY in this country dates back to 1850. Before then, professional education was available only in law, medicine, and theology. By 1870, there were 44 students pursuing graduate study in other fields and by 1955 the total number had grown to 250,000. According to statistics from the U. S. Office of Education, by the fall of 1962 graduate students in all fields numbered 374,000—an increase of almost 125,000 or 50 percent in 7 years.

Nationally there was a 12.9 percent increase in the number of graduate students in 1962 over 1961. Concerted efforts to provide appropriate graduate study for Extension personnel started about 1948.

In comparison with its own past record, the Cooperative Extension Service today is making commendable strides toward advanced professional education. In comparison with other divisions of the Land-Grant College staff, however, Cooperative Extension Service personnel have lagged in graduate study.

For example, a survey made in 1962 by President H. R. Albrecht of North Dakota State University, indicated that the percentage of Extension agronomists having doctorates was less than half that of agronomists in other divisions of the Land-Grant Universities. While Extension workers are coming late to advanced study, they are making a commendable effort to catch up.

A cursory study of available Extension statistics indicates that considerable progress has been made over the past 8 years, and that an ever-increasing number of Extension

workers are availing themselves of opportunities for graduate study.

Degree status

Graduate degree status has changed considerably since 1956. The number of Extension workers holding doctorates grew from 395 in 1956 to 678 in 1962, an increase of almost 72 percent in 6 years. During the same period, Extension workers holding Master's degrees increased from 2,114 to 3,441, an increase of almost 63 percent.

The percentage of increase in each case seems remarkable until it is realized that the actual numbers involved are quite small. In comparison with total number of Extension personnel, the numbers now holding Master's and Doctor's degrees are modest indeed. (See Chart 1.)

Since 1958, less than 300 Extension workers per year have earned Master's degrees and less than 50 per year have earned Doctor's degrees. (See Chart 2.)

The degree status of various segments of the Extension staff reported in 1962 was as follows:

Title	Master's Doctor's	
	Percent	Percent
County ag. agents	19	0.18
County H.E. agents	11	0.03
State ag. super.	45	4
State H.E. super.	59	2
Ag. specialists	47	25
H.E. specialists	74	3

Enrollment in graduate courses

The increased number of Extension workers enrolled in full-time

graduate study is encouraging. This figure has jumped from 297 in 1958 to 467 in 1963, an increase of 57 percent. (See Chart 4.)

Chart 4 represents only those who have taken leave from their jobs in order to devote full time to study. In order to get a more accurate picture of the number of Extension workers engaged in graduate study at any one time, it is necessary to include those who are enrolled in college credit courses while on the job. In 1963, there were 1,110 enrolled in on-the-job courses, as compared with 467 away on study leave, almost 2½ times more. (See Chart 3.)

If we add the enrollment in both on-the-job and study leave categories, for 1961 and 1962, we arrive at a total figure of 1,532 students enrolled for 1961 and 2,196 enrolled in 1962, in some type of graduate study. (There is no way of knowing how many of these are different individuals for the 2 years.)

This is an increase of 43.3 percent for that time span, as compared with the National increase of 12.9 percent enrollment in all graduate study programs for the same year, mentioned earlier.

Considered one way, the increased enrollment in college credit courses while on the job shows progress. But those who value full-time study as a much more enriching experience than the combination work-study program, will view the increase of the latter with alarm.

The year 1962 seems to have been the occasion for a major breakthrough as far as training is concerned. For when we examine attend-

ance at inservice training events, the peak participation in this form of staff development also occurred that year.

Attendance at workshops in the behavioral science areas increased from 6,847 in 1961 to 14,233 in 1962, and decreased again in 1963, to 11,616. (There is some duplication in these figures since they represent "exposures" rather than individuals, and many Extension workers participated in training sessions in more than one content area.)

Inservice education

The number of States which utilize inservice training as a means of filling the gap in undergraduate preparation in the behavioral science fields is distressingly small. A majority of States provided inservice training in only two of the eight applied behavioral science areas for which figures are available over the past 3 years. These areas are program development and communications. Considering the volume of new research findings in the behavioral science fields, the dearth of training in these fields is deplorable.

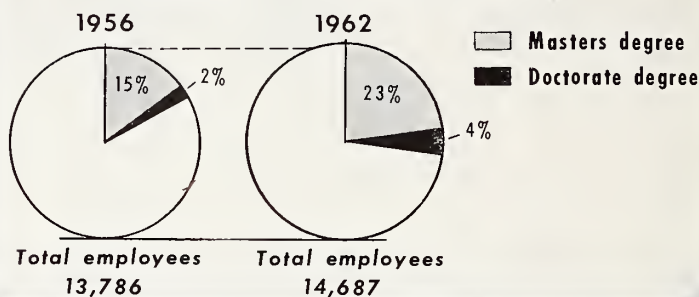
States offering inservice education in applied behavioral science fields

Content Area	1961	1962	1963
<i>No. of States</i>			
Extension history, organization, and philosophy	15	16	15
Human development, human relations	15	17	17
Program development	38	38	34
Educational process, principles of learning	11	18	13
Communications	31	27	28
Philosophy and values	6	8	13
Research and evaluation	12	9	11
Social systems	7	3	7

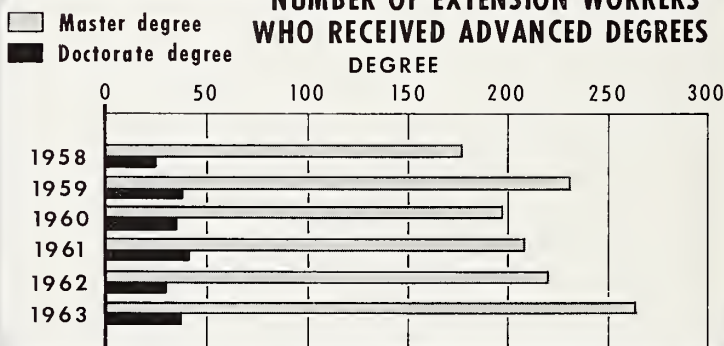
While Extension's recent record on training beyond the bachelor's degree is good, it is not good enough. The lag in getting graduate study underway can only be overcome by "crash" programs of considerable magnitude.

INCREASE IN ADVANCED DEGREES, 1956-1962*

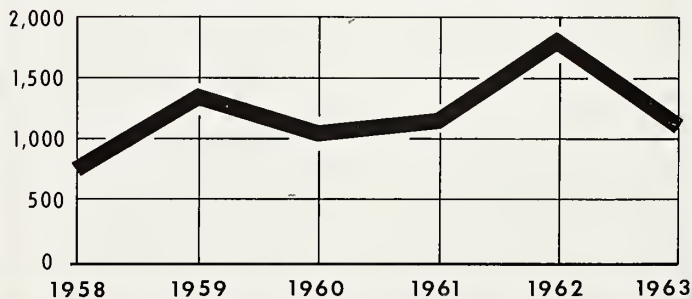
(Percentage of Total Extension Personnel)



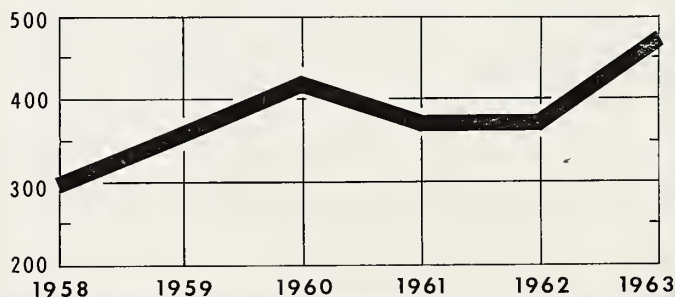
NUMBER OF EXTENSION WORKERS WHO RECEIVED ADVANCED DEGREES



ENROLLMENT IN COLLEGE CREDIT COURSES WHILE ON-THE-JOB



ENROLLMENT IN FULL-TIME GRADUATE STUDY



* DOES NOT INCLUDE DIRECTORS OR ASSISTANT DIRECTORS

West Virginia Trains for Resource Development

by HOMER C. EVANS, *Professor and Chairman
Agricultural Economics and Rural Sociology
West Virginia University*
and LEIGHTON G. WATSON, *Head
Communications and Visual Aids and Extension Editor
West Virginia University*

WITH the founding on May 1, 1963, of the West Virginia University Center for Appalachian Studies and Development, there evolved a new and expanded role for the Cooperative Extension Service. As a program unit in the Appalachian Center, and the only one with field offices in each county, the Cooperative Extension Service is destined to play an important role in economic, social, and human development in West Virginia.

The Cooperative Extension Service is responsible for Appalachian Center programs of informal education as related to youth development, agricultural production and marketing, consumer education, family-oriented projects, community improvement, resource development and conservation, public affairs, and rural and urban county Extension programs through the Area Appalachian Centers. The county Extension programs stress basic factors for generating income and improving family living, and for the development of the individual.

Dr. Ernest J. Nesius, Vice President of the Appalachian Center and Director of the Cooperative Extension Service, recognized the need to retrain Extension workers to cope with this expanded development opportunity. Plans were made, and for the past year Extension workers have been through a varied training program that has emphasized many phases of resource development.

The primary objective of resource development is to increase the real per capita income of people. Therefore, a training program in resource development should deal with the fundamentals of economic growth and development. This has been the guiding principle in the training program in resource development for West Virginia Extension workers. Emphasis has been placed on five areas.

1. Principles of production economics.
2. Principles of marketing.
3. Principles of economic development.
4. Principles of social action.
5. Communications.

For professional workers to be effective in resource development work they must have an understanding of the processes involved, including economic principles and how and why communication succeeds or fails.

Because increased productivity or output of goods and services per person is necessary for increased real per capita income, training emphasis was first given to the principles of production economics. This included the

role of specialization and how alternative production methods may increase productivity. One training approach was a 1-week intensive program dealing with fundamental principles of production economics.

Specialization, the division of labor, and increased production require an elaborate marketing system. To work in this area necessitates an understanding of how the forces of supply and demand (operating through price) provide a system for the allocation of production and consumption and the distribution of incomes. Again the approach was to develop a 1-week intensive program in the principles of marketing and prices.

The third phase of the training program was to devise a course in economic development with 3 hours graduate credit which was taught during a 3-week period. Here emphasis was given to the development or study of guidelines or principles which would aid a "depressed area" in an affluent society. This course was devoted to the theories of economic development and how they applied to the economy of West Virginia.

Of course, action on the part of people is necessary for economic development. This brought us to the fourth part of our training program. This involved another 3-hour graduate credit course taught in a 3-week period dealing with the social action process as related to economic development in West Virginia.

And unless we understand others, can make ourselves understood, and are familiar with the basic principles of communication it is difficult to make headway with our resource development programs. So, all Extension workers attended a 1-week training program in basic and oral communications. This has been followed up with training in written communications.

In addition to these formal training programs, several 1- to 3-day training sessions have been held on a regional or State basis on various phases of the same five major training areas. This approach has been effective in training professional workers in some of the fundamental principles of resource development.

With County Extension offices in all 55 counties, the resources of the University are available through coordination by the Appalachian Center to all groups, organizations, businesses, and institutions—both public and private—who wish to determine facts, gather information, make decisions, and move in a concerted attack on the State's economic and social problems. ■



Extension agent helps the homemaker with meal plans.

Training for Work with LOW-INCOME GROUPS

by BETTY JEAN BRANNAN
Field Studies and Training Specialist
Oklahoma

MOST of us are shocked to discover the extent of poverty in the United States. Though we have heard of the dramatic rise in the standard of living since the end of World War II, a vast amount of poverty still exists.

The impoverished are not a distinct social group. They are found in many geographic areas and in all ages, ethnic groups, and races. Poverty-stricken families are found in some of our most affluent rural and urban areas.

Recently we have often heard words such as *low-income*, *poverty*, *limited-income*, *low-socioeconomic status*, and *disadvantaged families*. Extension personnel at all levels—county, State, and National—are becoming increasingly aware of the low-income situation. They are making concerted efforts to develop educational programs which will help these families learn to help themselves.

Who is the low-income audience for which the Cooperative Extension Service has responsibility? What are some of the social, economic, and psychological characteristics of these families? What are some problems or needs of low-income families that home economics subject-matter authorities recognize?

What agencies and organizations besides Extension are concerned with the problems of this audience? What resources are available? How can principles of teaching and learning be applied effectively in educational programs for low-income families? How can Extension workers adapt to low-income families, materials (bulletins, leaflets), teaching techniques, and learning experiences used with other groups?

These and other questions were explored by 34 Extension home economists at a 2-week workshop at Oklahoma State University, June 8-19, 1964.

Dr. Irene Beavers, Home Economics Program Leader, from the Federal Extension Service, was resource person for the workshop and taught the class during the first week. Workshop participants were from Kansas, Texas, Arkansas, Virginia, Mississippi, Indiana, Oklahoma, and Honduras. They included county staff members, special-

ists, supervisors, and administrative Extension personnel.

To help the workshop group get a "feel" for the low-income audience, a film, *The Captive*, was shown. This film—the story of an Appalachian family struggling to escape from the crushing bonds of poverty—represents some of the feelings, hopes, fears, and frustrations of people who know what it is to be poor.

As the first step in developing effective educational programs for low-income families, one must understand their social, economic, psychological, and cultural characteristics. An Extension worker often thinks, acts, and feels differently from people in the low-socioeconomic audience. As an educator, the Extension home economist must be concerned with values, attitudes, beliefs, and goals of these people.

Dr. Solomon Sutker and Dr. Sara Sutker, Oklahoma State University sociologists, pointed out that low standards of income, education, living, values, and aspirations usually go hand-in-hand. People in a low-socioeconomic situation have feelings of dependency, helplessness, marginality, and of not belonging. They usually live in a close-knit group of kin and friends and do not take part in the larger community. Many feel insecure outside their environment. Often they are resigned to a feeling of hopelessness because they are unable to cope with modern technological demands and societal changes.

The workshop group was divided into seven "Listening Teams" or work groups. Subjects covered were: cooperation with other agencies and organizations; program needs; motivating factors; materials; methodology; administrative and organizational problems; and evaluation. Each team explored its respective topic and summarized readings, class discussions, and experiences.

Heads of subject-matter departments of the OSU College of Home Economics participated in selected class sessions. They helped workshop students to understand some family living problems or needs of low-income families.

Dr. Ilse Wolf (Department of Home Management, Equipment, and Family Economics) discussed home management and family economics problems of low-income

families. She stated that effective home management helps promote development of each family member to his fullest potential. This brings satisfying family relationships and intelligent participation in community affairs. She pointed out that management can best be interpreted and taught through homemaking problems that the disadvantaged families can see or sense.

Low-income families have limited command over resources. They do not have the necessary economic power to make somewhat risky decisions. Most of them have limited knowledge of their legal rights or professional services that are available when they encounter difficulties.

Dr. Stanley Fowler (Family Relations and Child Development Department) outlined family relationship and child-rearing practices of low-socioeconomic families. Personality characteristics of insecurity, lack of initiative, low self-concept and morale, and fatalistic attitudes affect relationships within these families. In higher socioeconomic families, the ability to talk things over is an essential part of family life. In disadvantaged families, verbal communication is quite limited.

Dr. Helen Barbour (Department of Food, Nutrition, and Institutional Administration) stated "research shows that this audience needs nutrition information and education in meal management." She illustrated ways a nutrition education program could be developed for this audience. She told how Extension home economists could help families with meal management and consumer practices.

Dr. Juanita Noel (Clothing, Textiles, and Merchandising Department) and Mrs. Dora Howell a graduate student, discussed clothing of low-income families. They indicated that research on the clothing needs of low-income families is limited, but stated that apparel choices in these families are emotionally based.

Dr. Maie Nygren (Department of Housing and Interior Design) emphasized the lack of plumbing facilities, deterioration, poor walls and floors, inadequate lighting, and poor environmental surroundings in housing of low-income families. Low-income housing problems are much different in urban than in rural areas. With limited resources, these families have difficulty purchasing a house, furnishings, and equipment or improving their present housing.

"There is urgent need for educational programs regarding housing for all segments of the population, and more particularly the housing needs of low-income families," stated Dr. Nygren. This audience needs to be shown how to obtain and improve housing and furnishings with a minimum of resources.

Subject matter must be tailored to fit abilities and needs of different audiences. Though the principles are the same, the approach in working with low-income families is different. County Extension personnel report they desperately need basic subject matter from all areas of home economics, adapted to the low-income situation.

To show how printed publications could be adapted for the low-income audience, workshop members examined a forthcoming brochure explaining the Oklahoma Extension Family Living program. Suggestions for adapting the publication to the low-income audience

were made on content, arrangement, and appearance.

Slides developed by the Division of Health Education of the Florida State Department of Health, showed application of educational methods to program development with low-income families. Workshop participants also saw application of subject-matter principles in housing through slides of work done with migrant farm families in California.

Extension is not alone in attacking problems of low-income families. Many private and public agencies and organizations are also involved. The Listening Team working on the topic, "work with other agencies and organizations" concluded: "We in Extension need to cooperate with other agencies for efficiency in efforts to help low-income families. However, it will take good planning to use all resources to best advantage." The Cooperative Extension Service and its purpose as an educational agency was emphasized.

Participants shared experiences in working with low-income groups and of cooperating with other agencies and organizations. Problems of working with the low-income audience are similar from one State to another.

Evaluation makes its most significant contribution to a program or activity when it is planned or built-in throughout the entire process, from beginning to end. Extension's interest in evaluating results is in terms of the individual and what changes take place in the knowledge, understandings, attitudes, and skills as a result of an educational activity.

The Listening Team working on evaluation stated: "Evaluation of educational programs for low-socioeconomic audiences is more complex because of certain cultural, educational, and psychological characteristics which differ sharply from those of middle and upper-socioeconomic audiences. There is, perhaps, a greater need to establish benchmarks for this group prior to teaching to know *how* and *where* to lead it in an educational program."

Research indicates that commonly-used methods may not be adequate in evaluating programs for low-socioeconomic groups. Accordingly, techniques and methods of evaluating effectiveness of educational programs may need to be adapted or developed for this particular audience.

During the workshop, each participant selected an area of concern in her respective situation and developed a plan for attacking the problem of working with low-income families. Plans dealt with action programs at the county level in a subject-matter area, procedures for cooperating with other agencies and organizations in coordinating efforts, inservice training for helping Extension personnel develop competence, and procedures for organizing a central office Extension home economics staff to develop subject-matter materials and suitable teaching aids.

Throughout the workshop we had no definite solutions to developing educational programs for low-income families. Instead, we attempted to provide a climate in which participants could gain information and develop understandings, attitudes, and abilities to develop educational programs for persons of all ages in the low-income audience. ■

SCHOLARSHIPS-FELLOWSHIPS

National Home Demonstration Agents' Association Fellowships

Two fellowships have been established for home demonstration agents by the National Home Demonstration Agents' Association. These fellowships are for the purpose of professional improvement through advanced study.

The fellowships are \$500 each and each State may nominate one candidate. Nominations are due May 1. Selections will be made by the Association.

Applications are handled by the State home demonstration leaders. Forms can be secured from your State Chairman or the National Chairman, Mrs. Mary H. Bennett, Home Demonstration Agent, P.O. Box 649, Marianna, Florida 32446.

Rockford Map Publishers Graduate Scholarship

Extension youth agents working in Illinois, Wisconsin, Michigan, Pennsylvania, or the lower half of Minnesota are eligible for the \$100 graduate scholarship offered by the Rockford Map Publishing Co.

For further information and applications contact John A. Hassert, NACCA Professional Improvement Committee, 246 Bloomfield Avenue, Caldwell, N.J.

Farm Foundation Extension Fellowships

This foundation offers fellowships to agricultural Extension workers, giving priority to administrators including directors; assistant directors; and supervisors of county agents, home demonstration agents, and 4-H Club workers. Individuals being trained to assume administrative responsibility will be considered if the

quota is not filled from supervisory staff. Fellowships will apply to staff members of the State Extension Services and USDA.

Courses of study may be pursued for 1 quarter, 1 semester, or 9 months. The amount will be determined individually on the basis of period of study and need for financial assistance. Maximum grant will be \$4,000 for 9 months' training.

It is suggested that study center in the social sciences and in courses dealing with educational administration and methodology. Emphasis should be on agricultural economics, rural sociology, psychology, political science, and agricultural geography.

The fellowships apply in the following universities and colleges: California, Chicago, Cornell, Harvard, Illinois, Iowa State, Michigan State, Minnesota, North Carolina State, Purdue, and Wisconsin.

Applications are made through State Directors of Extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago, Illinois 60605.

Forms are available from State Extension Directors. Applications must reach the Farm Foundation by March 1.

University of Maryland

Two graduate assistantships in the Department of Agricultural and Extension Education are available to Extension workers interested in pursuing the Master of Science degree in Extension Education. Additional assistantships may become available. Assistantships are for 12 months and pay \$220 per month or \$2,640 for the 12-month period, plus remission of fees which amount to approximately \$500. Application deadline is April 1.

Contact Dr. V. R. Cardozer, Head, Department of Agricultural and Extension Education, University of Maryland, College Park, Maryland.

NACCA-Sears Roebuck Foundation Scholarship

Members of the National Association of County Club Agents are eligible for four \$100 graduate scholarships sponsored by Sears Roebuck Foundation. These scholarships are to be used only for Extension winter and summer schools. Deadline for winter school applications is December 1.

For further information and applications contact John A. Hassert, NACCA Professional Improvement Committee, 246 Bloomfield Avenue, Caldwell, N. J.

University of Florida

One fellowship of \$1,650 and one teaching and research assistantship of \$2,000. Contact Dr. S.E. Grigsby, College of Agriculture, University of Florida, Gainesville, Florida 32603. Application deadline is February 1.

Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships (25 to each Extension Region) for county agricultural and home agents attending the Regional Extension School courses in public agricultural policy.

The Foundation will pay \$100 of the expenses of the agents selected by directors.

Applications should be made by January 1 for winter school and by March 1 for summer school. They should be sent through the State Director of Extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago, Illinois 60605.

National Agricultural Extension Center for Advanced Study

Fellowships are awarded annually on a competitive basis to degree candidates or special students. They are limited to Extension workers in administrative, supervisory, or training positions within the 50 States and Puerto Rico. Others may be considered if their administration strongly recommends them as potential candidates for administrative, supervisory, or Statewide training respon-

sibilities in the near future. Extension administrators in developing countries may also be considered.

The individual and his institution are expected to contribute financially to the maximum of their resources. Fellowships will be granted to assist in completing the second year requirements for the Ph.D. degree, for out-of-State fee exemption, and for pursuing fundamental research projects in Extension.

Applications for admission to the graduate training program in the Center, including applications for admission to the University of Wisconsin Graduate School for either summer or fall semester of 1965, must be received by March 1.

The Center for Advanced Study is sponsored cooperatively by the Association of State Universities and Land-Grant Colleges, the W.K. Kellogg Foundation, and the University of Wisconsin.

For information write to Dr. R.C. Clark, Director, National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, Wisconsin 53706.

Washington State University

Edward E. Graff educational grant of \$900 for study in 4-H Club work. Applications due April 1. Contact E.J. Kreizinger, Professor of Agriculture, 5 Wilson Hall, Washington State University, Pullman, Washington 99163.

Grace Frysinger Fellowships

Two Grace Frysinger Fellowships have been established by the National Home Demonstration Agents' Association to give home agents an opportunity to study and observe home demonstration work in other States.

The fellowships are \$500 each to cover expenses of 1 month's study. Each State may nominate one candidate. Nominations are due May 1. Selections will be made by the Association.

Applications are handled by the State Association Professional Improvement and Fellowship Chairman in cooperation with State home demonstration leaders. Forms can be secured from the State Chairman or

the National Chairman, Mrs. Mary H. Bennett, Home Demonstration Agent, P. O. Box 649, Marianna, Florida 32446.

Sears-Roebuck Foundation and National 4-H Club Foundation

Fifty scholarships are available to Extension workers for training in the National Workshop in Human Development and Human Relations. These scholarships are provided through the National 4-H Club Foundation by a grant from the Sears-Roebuck Foundation.

The 1965 Workshop will be held at Colorado State University, Fort Collins, in June and July (dates to be announced). Six hours graduate credit will be given.

Scholarships from \$180 to \$220 will be available to men and women from each State and Puerto Rico. States are encouraged to nominate teams of two or more staff members who have not received this scholarship before.

Special consideration will be given to Extension supervisors, State leaders of training, State 4-H Club personnel, family life specialists, and others having responsibility for this training.

Applications may be obtained from the State Director of Extension. Approved applications are to be sent by him before March 1, to Linnea B. Holland, Division of Extension Research and Training, FES, USDA, Washington, D. C. 20250.

University of Chicago Fellowships-Internships in Continuing Education

Five fellowship-internships of \$5,000 each will be available for the 1965-66 academic year for graduate study in continuing education at the University of Chicago.

These awards have been established under a grant from the W. K. Kellogg Foundation and will consist of a fellowship phase and an internship phase, which in combination will cover a period of 4 consecutive quarters of graduate study and intern training. The period of study may begin in either the summer or the autumn quarter of 1965.

The awards are open to those with a sincere interest and desire for a professional career in continuing education and the capacity to undertake advanced graduate study. They are ideally suited to Cooperative Extension personnel and other agencies and organizations which are concerned with continuing education for adults. Persons receiving the awards will normally work toward the Ph.D. in adult education but in exceptional cases the award may be applied toward the M.A. degree.

Closing date for submission of application is February 15. Persons receiving the awards will be notified in early April. For further information and application blanks, write: George F. Aker, Chairman, Fellowship-Internship Committee on Continuing Education, Department of Education, University of Chicago, 5835 South Kimbark Avenue, Chicago Illinois 60637.

The Ohio State University

One research assistantship of \$2,400. A limited number of out-of-State tuition scholarships on a competitive basis—about \$600 each. Application deadline is February 1. Contact Dr. R.W. McCormick, Assistant Director, Ohio Extension Service, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210.

National 4-H Service Committee and Massey-Ferguson Inc. Cooperating with the Federal Extension Service

Six National 4-H Fellowships of \$3,000 each are available to young Extension workers who are former 4-H members. These are for 12 months of study in the USDA under the guidance of FES.

Two of these fellowships are provided by the National 4-H Service Committee, and four by Massey-Ferguson Inc.

Fellows may study at a Washington, D.C. area institution of higher learning or may organize an out-of-school study program.

Fellowships are awarded to young men and women selected from nominations made by State Extension

Directors or State 4-H Club leaders, to the Division of Extension Research and Training, FES, USDA, Washington, D.C. 20250. Applications may be obtained from the State Director of Extension.

The applicant shall not have passed his 32nd birthday on June 1, 1965. Deadline for applications is March 1.

National Science Foundation

The National Science Foundation Act of 1950 authorizes and directs the Foundation to award scholarships and graduate fellowships in the mathematical, physical, medical, biological, engineering, and other sciences. The fellowship programs provide support to scientists in programs of study or scientific work designed to meet their individual needs.

For information write to the Fellowships Section, National Science Foundation, Washington, D.C. 20550.

Cornell University

The Department of Rural Sociology has available extension, research, and teaching assistantships paying from \$2,678 to \$3,296 annually plus full waiver of the \$400 tuition (but not waiver of fees). Available only to graduate students majoring in Rural Sociology who are full candidates for a degree.

Contact Dr. Olaf F. Larson, Head, Department of Rural Sociology, New York State College of Agriculture, Cornell University, Ithaca, New York 14850.

Scholarships for Communications Training

International Minerals and Chemical Corporation, Old Orchard Road, Skokie, Illinois, will award scholarships of \$200 each to 15 agents in 15 States taking communications courses at regional summer or winter schools in 1966.

States eligible for this award in 1965, which are on a rotation basis set up by the Professional Training Committee, NACAA, are as follows: West Virginia, New York, Pennsylvania, Alabama, Arkansas, Oklahoma, Tennessee, Iowa, Kansas, Min-

nesota, Nebraska, Idaho, Hawaii, Nevada, and Wyoming.

Announcements will be sent to all men agents in the States designated in early 1965. Applications will be made to the State representative on the Professional Training Committee.

The program is under the supervision of the Professional Training Committee, NACAA. Complete information may be obtained from the chairman, Raymond H. Eilers, County Agricultural Agent, Winner, South Dakota.

County Agent Study Tour

The Agricultural Chemicals Division of the Dow Chemical Company, Midland, Michigan, is offering 50 Study Tour Scholarships to county agricultural agents. Recipients will be selected on the basis of one per State with minor adjustments being made for NACAA membership in various States.

Scholarships consist of \$300 to each agent, to help cover expenses of a planned 3-week travel tour. Separate tours are planned in June for agents in each Extension Region.

This program is a unique professional training opportunity especially designed to help county agents keep abreast of changes in our dynamic agriculture and find new ideas for use in their own county program. Recipients will take part in a group tour of marketing enterprises, farm operations, agribusiness, successful Extension Service programs, and rural development and research projects.

It is an activity of the Professional Training Committee of the NACAA. Applications should be made through the State member of the NACAA Professional Training Committee by March 1. Raymond H. Eilers, County Agricultural Agent, Winner, South Dakota, is National Chairman.

Michigan State University Graduate Assistantships in Resource Development

The Department of Resource Development, Michigan State University, offers four graduate assistantships to students working on master's degrees. Three research assistant-

ships of \$2,100 and one teaching assistantship of \$2,100 are available. Students devote half their time to departmental teaching or research assignments for 9 months. A maximum of 12 credits (teaching) or 16 credits (research) may be taken each term.

Applications should be submitted before March 1 to the Department of Resource Development, Unit "E" Wells Hall, Michigan State University, East Lansing, Michigan 48823.

Sarah Bradley Tyson Memorial Fellowships

The Woman's National Farm and Garden Association offers two \$500 Sarah Bradley Tyson Memorial Fellowships. These fellowships for women are for advanced study in agriculture, horticulture, and "related professions." The term "related professions" is interpreted to include home economics.

Applications should be made by April 15 to Miss Violet Higbee, Kingston, Rhode Island 02881.

University of Wisconsin

A limited number of research assistantships—\$230 per month (for 12 months) plus a waiver of out-of-State tuition. Contact W.T. Bjoraker, Chairman, Department of Agricultural and Extension Education, University of Wisconsin, Madison, Wisconsin 53706.

Supervision Course at Wisconsin Summer Session

A four weeks' course in Supervision of Extension Programs will be offered at the National Agricultural Extension Center for Advanced Study at the University of Wisconsin during the regular summer school session. The dates will be June 21-July 16, 1965.

The availability of scholarships for attendance at this course will be announced at a future date. For further information, contact Dr. R. C. Clark, Director, National Agricultural Extension Center, University of Wisconsin, Madison, Wisconsin 53706.

SUMMER SCHOOLS

National Summer School for Extension Workers (formerly Western Regional Extension Summer School)

Colorado State University

Fort Collins, Colorado

June 14—July 2, 1965

Urban Extension Seminar

Principles in the Development of
Youth Programs

Advanced Studies of Low Socioeco-
nomic Groups

Developing Human, Natural, and
Manmade Resources

Public Relations in Extension Educa-
tion

Extension Communication

Human Behavior in Extension work
Organization and Development of
Extension Programs

Principles in the Development of
Agricultural Policy

University of Arizona
Tucson, Arizona
February 1-9, 1965

Agricultural Policy (Dr. Wallace
Barr, Ohio)

Psychological Aspects of Communi-
cation in Groups (Louis A. Zurcher,
Jr., Arizona)

Procedures and Techniques for Work-
ing with Groups (Dr. Ronald C.
Powers, Iowa)

Agricultural Communications (Ralph
R. Reeder, Indiana)

Philosophy and Principles of Extension
Education (Dr. Marden Broad-
bent, Utah)

Agricultural Marketing (Dr. Ray-
mond O. P. Farrish, Arizona)

Economic Problems of the South

by LLOYD BENDER, Associate Professor
Department of Agricultural Economics and Rural Sociology
University of Arkansas

and KENNETH S. BATES, Assistant Director
Arkansas Agricultural Extension Service

THE EXTENSION SERVICE is a public educational service for all the people of this Nation. It has always been flexible enough to develop its programs around the expressed and latent needs of the people. In meeting these needs the Extension Service has remained close to the people and believes that the peoples' problems provide the areas toward which Extension's efforts should be directed in meeting the responsibilities assigned by the passage of the Smith-Lever Act of 1914.

Arkansas like many other Southern States has not had adequate opportunity, for various reasons, for economic development. The Arkansas Extension Service has long recognized that to fully realize the potential benefits of more technology

requires shifts in manpower and capital—between industries as well as between localities. Such transfers cannot be made advantageously without a tremendous educational job. This job placed new responsibilities on the Cooperative Extension Service.

While much of the groundwork for economic and social development programs was laid by several agencies in the State independent of one another and by several acts of the Arkansas General Assembly over the past 10 to 15 years, there still remained an educational job among the citizenry. Extension seemed to be the logical organization to undertake this responsibility.

In 1947 we began an intensive effort in developing county agricultural programs. In 1956 five pilot

counties were selected in connection with the rural development program. As a result of our experiences in working with leadership in rural development and with guidance from the Scope Report, we realized that Extension had a challenge to work with people in a broader educational endeavor than ever before.

Therefore, in 1960 we began developing plans for a statewide effort to be known as county and area development. Our pilot work in rural development showed that the Arkansas Extension staff was not adequately prepared for these new dimensions—a task requiring education of an audience far broader than our traditional groups.

With this knowledge and realizing the complexities and interdependency

of one sector of the economy on another, we asked the Department of Agricultural Economics and Rural Sociology at the University of Arkansas to set up a course in resource development for graduate credit. In the same year the Annual Extension Conference program was built around resource development for economic growth, with the keynote address laying out essentially the same outline used in the course.

To give further training to the staff and information to the general public on the economic and social conditions existing in the State, we developed a series of discussion leaflets and included questionnaires to be filled in on an optional basis.

The series, known as the Arkansas Future Series, was discussed by more than 50,000 persons throughout the State. The objective of the effort was education—to inform the public, to develop an understanding of problems, opportunities, and potentials of Arkansas, and to encourage further study.

The purpose of county development is the creation of more job opportunities, learning how to make the people in these jobs more productive in terms of what society wants, and teaching them how to live better with what is produced. The ultimate goal, then, is to improve employment, income opportunities, and living conditions. This purpose implies several secondary objectives, such as changes in peoples' capabilities and changes in the quality and quantity of nonhuman resources—soil, water, forest, and both public and private capital.

The University's Cooperative Extension Service, accepting its responsibility to the people of Arkansas and operating as the educational arm of the U.S. Department of Agriculture, has assisted with the organizational and educational work of county and area development councils and committees.

Extension has provided councils with basic educational materials and suggestions for making a study of their area to determine resources available; present status of development; and potentials for increasing jobs, income, and better living. In this respect Extension has served in a liaison role by calling upon and

suggesting to the councils that they secure the services of other agency and organizational personnel when they have information desired by the council.

As we got into the organizational and educational work, our staff recognized the need for further training and education in order to work with a program of total resource development. The course, *Economic Problems of the South*, was designed especially to prepare Extension workers for the job in the field.

The objectives of the course were to identify the sources and processes of economic growth and development and to identify those aspects which are amenable to area action and those appropriate at other levels. The course content is oriented toward regional analysis and those aspects of aggregate growth which are appropriate. Where many development courses are oriented toward underdeveloped foreign economies, this course is concerned with the underdeveloped areas within the affluent democracy.

The purpose of the course is to provide training in broad areas of economic development so that Extension personnel will have knowledge of the principles involved in economic growth and will be able to make application of them as they work with county and area development councils. The course content has been as follows.

I. *Introduction*—Interest in economic development; the meaning of economic development as a science.

II. *Measurement of Economic Growth*—Measuring aggregate income; money flows and income accounts; problems in value measurement; regional income performance.

III. *Sources of Economic Growth*—Factors associated with economic growth; identities between sources of growth; usefulness of the identities; some alternative theories; priorities assigned to the various sources of growth.

IV. *Aggregate Demand for Goods and Services*—Definitions and identities; aggregate income determination; relationship of monetary and fiscal policies to aggregate economic growth; maintaining full employment, stable prices, and high rates of aggregate investment.

V. *Capital*—Definition of capital; the effect of investment; criteria limiting investment; optimum investment levels; actual investment levels.

VI. *Natural Resources*—Types and stocks of natural resources; interaction of natural resources and technology; principle of comparative advantage; the determinateness of natural resources.

VII. *Invention, Innovation, Entrepreneurship, and Technological Change*—Sources of technical change; social forces influencing supply and quality of entrepreneurs; the process of innovation; principles of action.

VIII. *Social and Political Forces Influencing Growth Development*—Agrarian values and attitudes; rigidity of the social structure; the political structure; social responsibility; innovating thought and behavior.

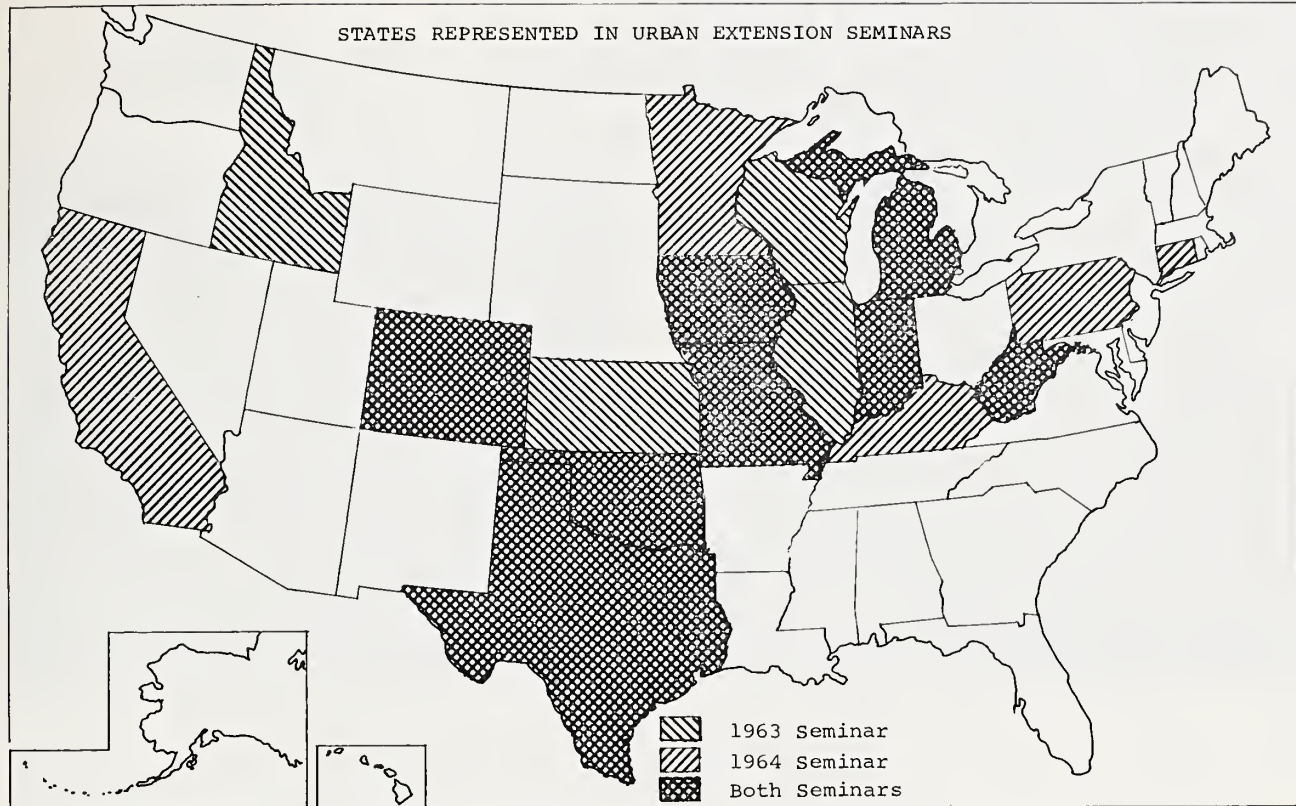
IX. *Regional Location Economics*—Single production and consumption areas; two or more sources of immobile resources; two or more markets; requirements for resource, market, and footloose industries; economies of scale and location; criteria for local industry effort; evaluation of local potential; the effect of area size on the local potential.

The course was designed and taught by Dr. Lee R. Martin until he accepted other responsibilities and has since been taught by Dr. Bender. To date, 152 Extension workers have completed the course. Agents from 62 of the 75 counties and several State staff have participated.

This course has strengthened personnel in their knowledge and has given them confidence in their ability to work with and develop leadership in a program of total resource development. Extension's belief in its philosophy of leadership training has been strengthened as we have worked with the larger clientele.

Our experiences have been extended far beyond the rural area. Leaders in business, industry, education, health, community services, and others are coming together to study how to improve their total situation. Although Extension's primary responsibility is with rural people, we feel the best way to help them is to work in a program of total economic development and social improvement. ■

STATES REPRESENTED IN URBAN EXTENSION SEMINARS



a new learning opportunity—

The Urban Extension Seminar

by WILLIAM J. KIMBALL
*Urban Extension Seminar Coordinator
 Western Regional Extension Summer School
 Colorado State University
 and Extension Leader, Resource Development
 Michigan State University*

"HOW CAN WE DO A BETTER JOB of serving urban people?" This is one of the most frequently asked questions whenever and wherever Extension workers meet.

Specifically, the workers express their concerns in urban Extension work like this:

"Our problems are different now. In my county the big issues are schools, taxes, water, zoning, etc. These aren't rural or urban problems. They concern all the people and this means that I'm working with more and more city people instead of mostly farmers. I've got to be better prepared to meet the change."

"There is no choice. People learned to get information from the Extension office when they lived in the country

and they still expect to get it now that they live in the city or suburbs. I must do a better job of answering their requests."

"We've always worked with urban residents, especially in home economics and 4-H, but we've never made a real effort to serve them. The proportion of urban requests is constantly increasing—so is the proportion of urban board members. We've got to design better programs to meet these new demands."

In recognition of these interests, an Urban Extension Seminar was established at the Western Regional Summer School at Colorado State University. The original seminar, conducted during the summer of 1963, had 21 participants representing 12 States; 29 participated in the 1964 sessions representing 13 States. Home demonstration agents, 4-H agents, agricultural agents, county Extension directors, district agents, Extension specialists, and State leaders (or equivalent titles) participated.

It was intended that the Urban Extension Seminar would provide an opportunity for Extension workers to do the following.



Left, a class participant makes a brief statement on the approach to urban Extension in her State. Below, the author comments on the presentation.



1. Exchange information and experiences on urban Extension work with others having urban Extension demands and responsibilities.

2. Become better acquainted with pertinent materials related to urban Extension work to be assembled by the coordinator and seminar participants.

3. Prepare for anticipated increased Extension work in urban areas.

4. Explore (in depth) an aspect of urban Extension work according to the participant's choice.

A committee made up of seminar members worked with the coordinator each year to be sure the interests and needs of the members were met.

The 3-week seminar had 4 distinct phases. For at least 1 hour each day the total group met and joined in a discussion of some component of urban Extension work. The great variation in background and opinions led to very interesting and enlightening exploration.

During a second hour of each day, participants made brief presentations on unique approaches to urban Extension work in their respective States. Again the diversities proved useful in suggesting new considerations for urban Extension work.

For the third phase each participant was a member of a committee which met independently of the class and prepared a class report on one of the following subjects.

- (1) The Identification of Urban Society, its Features and Differences from Rural Society.
- (2) Advisory Councils for Urban Extension Work.
- (3) Appropriate Mass Media for Urban Extension Work.

(4) Appropriate Methodology for Urban Extension Work.

(5) Community Resource Development in Urban Areas.

The reports were duplicated so that each participant had such material for use when returning to his job.

Finally, each participant prepared a similar paper on a special interest subject concerning urban Extension work. Some of the papers were actually sent to County Boards and the interest was so great that the enthusiastic responses which came back immediately were shared at the seminar.

At the conclusion of the seminar each participant submitted an unsigned critique. It is interesting to note that again there was great variation in what benefited each most.

One said, "Learning programs of other States was most useful to me."

A second participant answered, "Learning about available literature related to urban work was most helpful."

Another replied, "Discussion of the various authorizations for urban Extension work helped me most."

The "Special Reports" were most useful to a fourth participant.

A fifth summarized his feelings this way. "The number of people in the various positions in Extension had a tendency to broaden our knowledge of the total Extension program."

All 50 seminar participants urged that such seminars be continued—a good indication of interest and potential growth of urban Extension work. ■

Laboratory Training Opens Insights To New Extension Roles

by STEPHEN L. BROWER
*Economic and Social Development Leader
Utah*

PICTURE YOURSELF as a new Extension staff member with an intense desire to make good in your new role. But for some mystifying reason, the harder you work at it the less your efforts seem to be appreciated by your fellow workers and your administrators.

This situation is not fiction. It is one of many realities that came to light as the entire Maine Cooperative Extension Staff, including the Dean of Agriculture, confronted one another in informal diagnostic ("D") groups during a 3-day staff training experience conducted by the National Training Laboratories.

The staff was divided in cross-section groups of approximately 13. Each group was a miniature staff including administrators, program supervisors, State specialists, area specialists, county agents, home demonstration agents, and 4-H club agents. The entire staff participated throughout the 3 days—there was no dipping in and out, as is so often the case.

The staff members got a unique chance to be exposed to one another and experience what other members in the organization were thinking and feeling. To his surprise, the new staff member in this true experience discovered that in his anxiety to do a good job he had given the impression up the line that he was building his own empire independent of the organization. Down the line he was seen as one who thought he was too good to work with field staff.

While trying to do his statewide job as he understood it, he had been identifying himself with influential people and groups without involving other staff members who had already established such contacts on similar programs. His "D" group members were surprised to find that he was not aware of the fact that the other members of the Extension organization were interested and concerned with his program area.

As the full impact of this discovery dawned on him and other "D" group members, he despaired of ever undoing this image. However, his "D" group members now with new understanding and insight into his situation, were able to be helpful and genuinely support him.

The "D" group experience was mutually enlightening; it helped others see why this new staff member acted

as he did, and it helped him get a view of the total organization and his role in it. Each "D" group was structured informally to allow individuals to deal with their concerns and get feedback from others to see if their perceptions were the same as those of other people. Each individual could test how he had functioned in the past and gain some new insights about his impact on other people, especially within a group context.

In addition to the "D" group experience, the training conference schedule included lectures and discussions on social science theory related to small group functioning, leadership development, processes of change; and skill exercises on cooperation, giving and receiving help (the consultant role), group observation, and feedback.

In a protected kind of atmosphere, experiences were designed by the training consultants whereby participants could begin to establish new, more effective ways of communicating with each other within the Extension organization. This was particularly significant since a basic objective of the training was to increase the staff's understanding of the total change processes taking place in society and its significance to Extension operations and functions.

Through this type of laboratory training experience using issues current and vital to them at the time, staff members experienced processes involved in bringing people together to deal with their problems. By actually experiencing the problems of planned change themselves they could better appreciate their own impact on a community when they attempt to help people adjust to their changing situation.

Just prior to this conference, the Maine Extension Staff had experienced some substantial intraorganizational change. County agents' functions had changed. They were, in effect, now expected to put on business suits and work with business people and community leaders. Area specialists were to do much of the work county agents used to do with individual farmers.

Seven applied behavioral scientists were brought in by National Training Laboratory as the training consultants to design and conduct this training conference in consultation with the Maine Extension Administrative Staff. They were:

Robert Ayling—Lecturer in Sociology, Northeastern University, affiliate of Boston University Human Relations Center.

Assisted by Donald Ehat, Coordinator of Student Leadership Development Programs, Boston University, and Cleon Kotter, Utah Extension Information Specialist.

Stephen L. Bower—Professor of Sociology, and Social and Economic Development Leader, Utah State University Extension Services.

Donald C. Klein—Director, Human Relations Center, Boston University.

Malcom S. Knowles—Professor of Education and General Consultant in Adult Education, Boston University.

Dorothy Mial—Director for Programs in Education, National Training Laboratories, Washington, D. C.

Curtis Mial—Associate Director and Coordinator for Community Programs, National Training Laboratories, Washington, D. C.

Oron P. South—Professor of Recent American History, Aerospace Studies Institute, Air University, Maxwell Field, Alabama.

It was decided not to include as one of the training objectives, the clarification of the newly-defined roles of the various Extension staff members. However, new communication channels opened up during the training session revealed that these dramatic role changes had produced all kinds of personal concerns among the Extension staff as they struggled with the new roles and relationships in the organization.

The evaluation data gathered at the end of the training session suggests that these roles and relations concerns were still strong and needed much additional attention in the future. By opening more channels of communication this training conference helped set the stage for working on these problems in the future.

The different levels of the Maine Staff seemed to abstract learning from the training relative to their unique needs. County agents said they deepened most their understanding of how to involve groups in problem solving and maintaining working relations with groups and lay leaders.

Specialists felt that they gained much in the analytic skills dealing with helping groups with the problem-solving process and in identifying factors that influence the way groups make decisions.

Administrators felt that they gained most from their experience in a combination of the areas dealing with analysis of group situations as well as insights on how to work most effectively with groups—especially in establishing relationships with new groups.

The specialists were the most emphatic in their rating of the amount of insights and understandings gained from the total training experience in each of the areas evaluated. Apparently the training design most nearly dealt with their concerns and unique problems.

The evaluation included the question "What skills would you like to develop to enable you to function most effectively in your present Extension assignment?"

Most frequently mentioned were comments dealing with:
... understanding group structure and processes.
... increased effectiveness in working with groups.
... helping groups identify problems.
... increased ability to listen, to identify, and to diagnose situations.
... effective inter-personal communications.

Areas of Personal Gain Resulting from the
Training as Ranked by the Participants

	<i>Administrators</i>	<i>Specialists</i>	<i>Agents</i>
Increased ability to:			
Identify factors that influence the way groups make decisions.	1	3	8
Involve groups in organizing effective action.	6	1	5
Involve groups in the problem-solving process	2	5	1
Maintain effective working relationships with groups.	4	2	3
Maintain effective working relationships with lay leaders.	10	9	2
Establish new relations with groups and organizations with which Extension has not traditionally worked.	3	7	6
Communication with colleagues.	7	4	7
Train various kinds of leaders	5	8	4
Help groups assess a problem situation.	9	6	9
Communicate with administration	8	10	11
Understand my role in Maine Cooperative Extension *	11	11	10

* Specifically excluded from the training objectives.

Austin Bennett, State Program Coordinator, served as liaison for the Maine Cooperative Extension Services with the training consultant staff. A few days after this experiment in laboratory-type training with the Maine Staff, he wrote, "Although I was aware of my own deep satisfactions with the training conference, the general hearty approval among our staff is just beginning to be clear to me. Several individuals have expressed the depth of involvement that they experienced and observed in fellow "D" groups members . . . an outstanding job in providing the Maine Extension Services with a really significant learning situation . . ." ■